

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

**Arlington School Committee
School Committee Regular Meeting
Thursday, January 8, 2015
6:30 PM**

*School Committee Room, 6th Floor, Arlington High School
School Committee Room, 6th Floor
Arlington High School
869 Massachusetts Avenue, Arlington, MA 02476*

6:30 p.m. Open Meeting, B. Hayner

6:35 p.m. Public Participation

6:45 p.m. School Calendar 2015-2016 Discussion

7:20 p.m. Superintendent's Report, K. Bodie

7:35 p.m. Consent Agenda

**All items listed with an asterisk (*) are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:*

**Approval of Warrant # 15083, dated for 12/18/2014 in the amount of \$618,826.54.*

**Approval of Minutes: None*

7:40 p.m. Subcommittee & Liaison Reports & Announcements

- Policies and Procedures, J. Pierce
 - Budget, C. Starks
 - Community Relations, P. Schlichtman
 - Curriculum, Instruction & Assessment & Accountability, K. Allison-Ampe
 - Facilities, J. Thielman
 - Special Study Group on Superintendent's Evaluation
-
- Chair, B. Hayner
 - Announcements
 - Joint Subcommittee with the Human Rights Commission committee.

7:55 p.m. Executive Session

To discuss the deployment of security personnel or devices, or strategies with respect thereto;"

To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an open meeting may have a detrimental effect.

To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting may have a detrimental effect, Collective bargaining may also be conducted.

9:30 p.m. Adjournment

Submitted by Bill Hayner

Correspondence Received:

Save the date Intern Program Jan 20, 2014

Legal Spreadsheet, November 2014

MIAA Boston Globe Article on referees not being CORI.

Arlington Traffic Supervisors letter to Chair of School Committee 12/30/2014

TAC 11 12 14 Meeting notes

Letter from 2013 from Traffic Supervisors to Chair & SC members 12/9/2013

Warrant 12 18 2014

Draft 1 Traditional School Calendar 2015-2016 school year

Draft 2 Early Bird Start School Calendar 2015-2016 school year

Executive session Security Grant application

Mr. Kearns letter to School Committee January 7, 2015

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts (listed in parenthesis) are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.



Town of Arlington, Massachusetts

Open Meeting, B. Hayner



Town of Arlington, Massachusetts

Public Participation



Town of Arlington, Massachusetts

School Calendar 2015-2016 Discussion

Summary:

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Draft 1 Traditional School Calendar 2015-2016
<input type="checkbox"/> Backup Material	Draft 2 Early Bird Start School Calendar 2015-2016

AUGUST ----- 2014				
M	T	W	TH	F
25	26	T	T	29

SEPTEMBER (20 days) 2014				
M	T	W	Th	F
H	2	3	*4	5
8	9	10	11	12
15	16	17	*18	19
22	EA	24	N	26
29	30			

OCTOBER (22 days) 2014				
M	T	W	Th	F
		1	2	3
6	EE	8	*9	10
H	14	15	16	17
20	EA	22	*23	24
27	28	29	30	31

NOVEMBER (16 days) 2014				
M	T	W	Th	F
3	PDN	5	6	7
10	H	12	*13	14
HSD	18	19	*20	21
24	25	**26	H	N

DECEMBER (17 days) 2014				
M	T	W	Th	F
1	2	3	*4	5
8	EAC	10	11	12
15	16	EEC	*18	19
22	23	V	H	V
V	V	V		

JANUARY (19 days) 2015				
M	T	W	Th	F
			H	V
5	6	7	*8	9
12	EA	14	15	16
H	20	21	*22	23
26	EE	28	29	30

	
---	--

SEPTEMBER (15 days) 2015				
M	T	W	Th	F
	1	T	T	4
H	S	9	10	11
N	15	16	17	18
21	22	N	24	25
28	29	30		

OCTOBER (21 days) 2015				
M	T	W	Th	F
			1	2
5	6	7	8	9
H	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER (17 days) 2015				
M	T	W	Th	F
PDN		3	4	5
			6	
9	10	H	12	13
16	17	18	19	20
23	24	**25	H	N
30				

DECEMBER (17 days) 2015				
M	T	W	Th	F
		1	2	3
7	8	9	10	11
14	15	16	17	18
21	22	23	H	H
V	V	V	V	

JANUARY (19 days) 2016				
M	T	W	Th	F
			H	
4	5	6	7	8
11	12	13	14	15
H	19	20	21	22
25	26	27	28	29

Teachers Return
September 2 & 3 2015

First Day of School Grades. 1-12
Tuesday, September 8, 2015

Kindergarten First Day
TBD

School Hours
Elementary 8:15 - 2:15
Middle School 8:00 - 2:25
High School 8:00 - 2:26

EA: Early Release Days All Levels 1:00 p.m.
(Lunch will be served)

EE: Early Release Elementary 1:00 p.m.
(Lunch will be served)

PDN: Professional Development Day- No School

November 2, 2015

HSD: High School Delayed Opening 9:30 a.m.

EMS: Early Release Elem & Middle School 1:00 p.m.

Arlington High School Evening Conferences

****Thanksgiving Break**
November 25, 2015 12 noon

EAC: Early Release All Conferences 11:15 a.m.

Ottoson Middle School Evening Conferences

Ottoson Middle School Morning Conference

Elem Grades K-5 Evening Conferences

EEC: Early Release Elem Conferences 11:15 am.

Arlington High School Graduation

Saturday, June 4, 2016

DRAFT 1 - Traditional

Students start after Labor Day

FEBRUARY (16 days) 2016

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
H	V	V	V	V
22	23	24	25	26
29				

MARCH (22 days) 2016

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	N
28	29	30	31	

APRIL (16 days) 2016

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
H	V	V	V	V
25	26	27	28	29

MAY (21 days) 2016

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
H	31			

JUNE (16 days) 2016

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22		30
				

EA: Early Release All Levels 1:00 p.m.
EE: Early Release Elem Level 1:00 p.m.
EMS: Early Release Elem & Middle 1:00 p.m.
HSD: Delayed Opening High School 9:30 a.m.
EEC: Early Elem Release Conferences 11:15 a.m.
EAC: Early Release All Levels Conferences 11:15am

T: Teachers Only
PDN: Professional Development Day Teachers Only
H: Federal Holiday
S: Students first day of School, Grade 1-12
V: Vacation
N: No School
June 22, 2016 is 180th day
Snow Days - June 29 = 5 snow days
School Committee meetings @ 6:30 p.m.

Compatibility Report for NEW VERSION OF 2013-2014 SCHOOL

CALENDAR.xls

Run on 12/5/2012 15:02

The following features in this workbook are not supported by earlier versions of Excel. These features may be lost or degraded when opening this workbook in an earlier version of Excel or if you save this workbook in an earlier file format.

Minor loss of fidelity	# of occurrences
Some cells or styles in this workbook contain formatting that is not supported by the selected file format. These formats will be converted to the closest format available.	59

Version

Excel 97-2003

AUGUST ----- 2014				
M	T	W	TH	F
25	26	T	T	29

SEPTEMBER (20 days) 2014				
M	T	W	Th	F
H	2	3	*4	5
8	9	10	11	12
15	16	17	*18	19
22	EA	24	N	26
29	30			

OCTOBER (22 days) 2014				
M	T	W	Th	F
		1	2	3
6	EE	8	*9	10
H	14	15	16	17
20	EA	22	*23	24
27	28	29	30	31

NOVEMBER (16 days) 2014				
M	T	W	Th	F
3	PDN	5	6	7
10	H	12	*13	14
HSD	18	19	*20	21
24	25	**26	H	N

DECEMBER (17 days) 2014				
M	T	W	Th	F
1	2	3	*4	5
8	EAC	10	11	12
15	16	EEC	*18	19
22	23	V	H	V
V	V	V		

JANUARY (19 days) 2015				
M	T	W	Th	F
			H	V
5	6	7	*8	9
12	EA	14	15	16
H	20	21	*22	23
26	EE	28	29	30

	
---	--

Arlington Public Schools 2015-2016 School Calendar www.arlington.k12.ma.us

AUGUST (1 day) 2015

M	T	W	Th	F
24	25	T	T	28
S				

SEPTEMBER (18 days) 2015

M	T	W	Th	F
	S	S	S	N
H	8	9	10	11
N	15	16	17	18
21	22	N	24	25
28	29	30		

OCTOBER (21 days) 2015

M	T	W	Th	F
			1	2
5	6	7	8	9
H	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER (17 days) 2015

M	T	W	Th	F
PDN	3	4	5	6
9	10	H	12	13
16	17	18	19	20
23	24	**25	H	N
30				

DECEMBER (17 days) 2015

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	H	H
V	V	V	V	

JANUARY (19 days) 2016

M	T	W	Th	F
				H
4	5	6	7	8
11	12	13	14	15
H	19	20	21	22
25	26	27	28	29

Teachers Return

August 26, 27, 2015

First Day of School Grades. 1-12

Monday, August 31, 2015

Kindergarten First Day

TBD

School Hours

Elementary 8:15 - 2:15

Middle School 8:00 - 2:25

High School 8:00 - 2:26

EA: Early Release Days All Levels 1:00 p.m.

(Lunch will be served)

EE: Early Release Elementary 1:00 p.m.

(Lunch will be served)

Draft 2 - Early Bird Start

Students start August 31, 2015

FEBRUARY (16 days) 2016

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
H	V	V	V	V
22	23	24	25	26
29				

MARCH (22 days) 2016

M	T	W	TH	F
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	N
28	29	30	31	

APRIL (16 days) 2016

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
H	V	V	V	V
25	26	27	28	29

MAY (21 days) 2016

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
H	31			

JUNE (12 days) 2016

M	T	W	TH	F
				1
6	7	8	9	10
13	14	15	16	
27	28	29	30	
				

- EA: Early Release All Levels 1:00 p.m.
- EE: Early Release Elem Level 1:00 p.m.
- EMS: Early Release Elem & Middle 1:00 p.m.
- HSD: Delayed Opening High School 9:30 a.m.
- ECC: Early Elem Release Conferences 11:15 a.m.
- EAC: Early Release All Levels Conferences 11:15am

- T: Teachers Only
- PDN: Professional Development Day Teachers Only
- H: Federal Holiday
- S: Students attend prior to Labor Day, Grade 1-12
- V: Vacation
- N: No School
- June 16, 2016 is 180th day**
- Snow Days - June 23 = 5 snow days
- * School Committee meetings @ 6:30 p.m.

Compatibility Report for NEW VERSION OF 2013-2014 SCHOOL

CALENDAR.xls

Run on 12/5/2012 15:02

The following features in this workbook are not supported by earlier versions of Excel. These features may be lost or degraded when opening this workbook in an earlier version of Excel or if you save this workbook in an earlier file format.

Minor loss of fidelity	# of occurrences
Some cells or styles in this workbook contain formatting that is not supported by the selected file format. These formats will be converted to the closest format available.	59

Version

Excel 97-2003



Town of Arlington, Massachusetts

Superintendent's Report, K. Bodie



Town of Arlington, Massachusetts

Consent Agenda

Summary:

All items listed with an asterisk () are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

*Approval of Warrant # 15083, dated for 12/18/2014 in the amount of \$618,826.54.

*Approval of Minutes: None

ATTACHMENTS:

Type	Description
Backup Material	Warrant 12 18 2014



Town of Arlington, Massachusetts

Subcommittee & Liaison Reports & Announcements

Summary:

- Policies and Procedures, J. Pierce
 - Budget, C. Starks
 - Community Relations, P. Schlichtman
 - Curriculum, Instruction & Assessment & Accountability, K. Allison-Ampe
 - Facilities, J. Thielman
 - Special Study Group on Superintendent's Evaluation
-
- Chair, B. Hayner
 - Announcements
 - Joint Subcommittee with the Human Rights Commission committee.

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Practice Goal
<input type="checkbox"/> Backup Material	Student Achievement Goal
<input type="checkbox"/> Backup Material	SC Goals 3.4 and 4.3

**Student Achievement Goal
2014-2015**
Superintendent Annual Educator Plan
Submitted by: Kathleen Bodie
December 2014

Student Achievement Goal: Student performance on MCAS 2015 for high need students at all levels and at each grade tested will improve from the MCAS baseline in 2014.

Key Actions:

1. Grade level and department data teams will be supported with time and analytic tools to analyze student performance data, monitor progress, and design and modify lesson plans to support all learners, particularly students who struggle.
2. Team of three substitutes will be hired to provide coverage for elementary teachers to participate in data team meetings on a regular basis. The team will circulate among the elementary schools, providing substitute coverage approximately every seven school days at each school. The team will meet on an on-going basis with the Assistant Superintendent to design common grade-level lessons.
3. Middle school teachers will meet during departmental common planning time to review and analyze student performance data and design and modify curriculum to scaffold or reteach concepts and skills not mastered.
4. High school teachers will be provided time during department meetings to review and analyze student performance data and revise curriculum as needed. The focus of PLCs will be student performance in specific courses.
5. Math and ELA curriculum leaders will facilitate curriculum working sessions with teachers K – 12 over the summer to include, but not be limited to, review of curriculum maps to ensure alignment with Common Core state standards, integration of literacy requirements for Common Core into Science, Social Studies and mathematics, review and update of common assessments, including DDMs.
6. Teachers in Grades K – 5 will have at least two professional development workshops during the early release days in 2014-2015 focusing on math content and implementation of math practices standards of the Common Core. The professional development sessions will also include preparation for changes in curricula due to changes in MCAS as it focuses solely on the Common Core.
7. Teachers K-5 will have at least two professional development workshops during early release days in 2014-2015 focused on close reading and writing.
8. Mathematics coaches at the elementary level will provide regular in- classroom coaching sessions with classroom teachers to ensure fidelity with the district curricula and the Common Core.
9. DDMs will be administered during the year in all disciplines, reviewed and analyzed. The results will be used to adjust and modify instruction to help students learn the content standards.

10. The Special Education Coordinator and Principal will support student performance goals/RTI by mutual attendance at Student Support Team weekly meetings.
11. Substantially separate mathematics classes will become a co-taught inclusion model with the addition of general education students at the appropriate skill level.
12. At the middle school, a content teacher will be paired with an SLC teacher for substantially separate classes in Mathematics

Benchmark:

The student achievement scores in mathematics on the 2015 MCAS will improve at all levels for the high needs subgroup from the MCAS baseline in 2014.

Standards Reference:

Superintendent Standards & Indicators Rubric

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
----------------------	-----------------------	--------------------------	-------------------	------------------

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans...	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.				
IV-A. Element s	Unsatisfactory	Needs Improvement	Proficient	Exemplary

IV-A. Element s	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.

Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.				
IV-D. Element s	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.

2013-2014 District Goal Reference:

Goal I – 4: In an effort to narrow the achievement gap, APS will provide students in subgroups additional support in order to improve their achievement on the state accountability assessments, as measured at each school by an annual or cumulative Progress and Performance Index (PPI) of at least 75 in the aggregate and in the high needs subgroups.

Goal I – 5: Scores for students in the aggregate at each grade level tested on the state accountability assessments in the areas of Mathematics and English Language Arts will evidence a Student Growth Percentile (SGP) of 51 or higher.

Goal II – 3: Administrators and teachers will be provided professional development and planning time to be able to systematically and routinely use data to guide instructional decisions and meet students' learning needs.

Goal II – 4: The District will support its administrators and teachers through professional development opportunities that are aligned to the needs of its staff, including instructional support and content knowledge, coaching, technology competence and ability to differentiate instruction.

Goal III – 4

Develop a plan to address space issues related to enrollment growth anticipated over the next 3 to 5 years presented to the School Committee by September 2015.

The superintendent will develop a concise and definitive plan addressing growth and space needs anticipated over the next 5 years and present it to the school committee no later than September, 2015.

Key Actions:

Benchmarks: (evidence in electronic drop box)

- 1.
- 2.
- 3.

From District Goal IV - 3

The district website will be analyzed and changes implemented to improve the communication of information to parents and the community by June 2015.

The superintendent will evaluate and implement the changes and/or develop a new school webpage

Key Actions:

Benchmarks: (evidence in electronic drop box)

1. Share the evaluation of the current webpage
2. Share the new elements needed
- 3.



Town of Arlington, Massachusetts

Executive Session

Summary:

To discuss the deployment of security personnel or devices, or strategies with respect thereto;"

To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an a open meeting may have a detrimental effect.

To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting may have a detrimental effect, Collective bargaining may also be conducted.



Town of Arlington, Massachusetts

Adjournment

Summary:

Submitted by Bill Hayner



Town of Arlington, Massachusetts

Correspondence Received:

Summary:

Save the date Intern Program Jan 20, 2014
Legal Spreadsheet, November 2014
MIAA Boston Globe Article on referees not being CORI.
Arlington Traffic Supervisors letter to Chair of School Committee 12/30/2014
TAC 11 12 14 Meeting notes
Letter from 2013 from Traffic Supervisors to Chair & SC members 12/9/2013
Warrant 12 18 2014
Draft 1 Traditional School Calendar 2015-2016 school year
Draft 2 Early Bird Start School Calendar 2015-2016 school year
Executive session Security Grant application
Mr. Kearns letter to School Committee January 7, 2015

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	MIAA - Boston Globe Article on background checks
<input checked="" type="checkbox"/> Backup Material	Legal Spreadsheet November 2014 and Retainer Jan 2015
<input type="checkbox"/> Backup Material	Card from Sheriff Peter J. Koutoujian
<input type="checkbox"/> Backup Material	Save the Date on Academic Internship Program Jan 20 Media Ctr 7:30 p.m.
<input type="checkbox"/> Backup Material	Letter to Chair of SC re: Traffic Sup 12 30 2014
<input type="checkbox"/> Backup Material	TAC 11 12 14 Meeting notes
<input type="checkbox"/> Backup Material	Letter to former chair 12 9 2013 re: Traffic Sup
<input type="checkbox"/> Backup Material	Letter to SC from parent 1 7 2015
<input type="checkbox"/> Backup Material	Letter in support of opening after Labor day

MIAA doesn't conduct criminal background checks on referees

By Bob Hohler | GLOBE STAFF DECEMBER 21, 2014

Late on a stormy New Hampshire night in the summer of 1986, a convicted sex offender named Philip Paul was working as an athletic trainer at Keene State College when he sexually molested a summer camper, a 15-year-old boy.

Paul, who was 32, pleaded guilty to four counts of sexual assault and was sent to the county jail. Four days later, he sexually assaulted another inmate, a judge ruled, and he was ordered to serve the balance of his 2½- to 7-year sentence at the New Hampshire state prison.



GLOBE STAFF PHOTO

Philip Paul is pictured as he refereed a basketball game between Holyoke CC and Roxbury CC at the Reggie Lewis Center.

CONTINUE READING BELOW ▼

Today, Paul is a registered sex offender, living in Framingham and classified as Level 2 — a moderate risk to reoffend. He is also a regular in referee pinstripes on basketball courts around the region, one of a number of ex-convicts who are listed by the

Massachusetts Interscholastic Athletic Association as qualified basketball officials, eligible to judge right from wrong for student-athletes in contests across the Commonwealth.

A limited review of state court records by the Globe found at least seven other referees who have been convicted of serious crimes — offenses ranging from distributing cocaine in a school zone and illegally possessing handguns on the streets of Boston to larceny, embezzlement, and gambling.

But most of their crimes have been a secret to the public because almost no one responsible for ensuring the safety of the state's student-athletes, including the MIAA, is checking the criminal records of the 7,600 referees who are eligible to officiate in Massachusetts schools.

The MIAA lags behind a national movement of state high school athletic associations launching screening programs for officials. Consequently, no one knows how many current or former offenders are calling fouls on the state's student-athletes.

"It's a head-scratcher," said Steve Ray, a longtime high school basketball coach and referee in Pittsfield, where Darryell Drumgoole was convicted in 1999 of distributing cocaine in a school zone.

Drumgoole is now a certified basketball official who referees school games in Berkshire County.

"You see guys with drug convictions and you wonder how they got through the system," Ray said.

Like other ex-offenders identified by the Globe, Drumgoole said he has turned around his life in the many years since his conviction. Drumgoole said he has paid his debt to society in prison time and should be allowed to officiate. Paul declined to comment.

At least 20 states require criminal background checks for athletic officials in schools, and Tom Lopes, executive director of the International Association of Approved Basketball Officials, said he expects every state one day to screen referees for criminal records.

But there has been little action in Massachusetts. The vast majority of sports associations that train and certify referees listed by the MIAA do not conduct criminal background checks. Nor do school districts.

State law requires school employees and volunteers who may have unmonitored, direct access to students to be screened for a criminal record. Tom Scott, executive director of the Massachusetts Association of School Superintendents, said the superintendents believe the referee checks are necessary and have asked the MIAA to conduct them, to no avail.

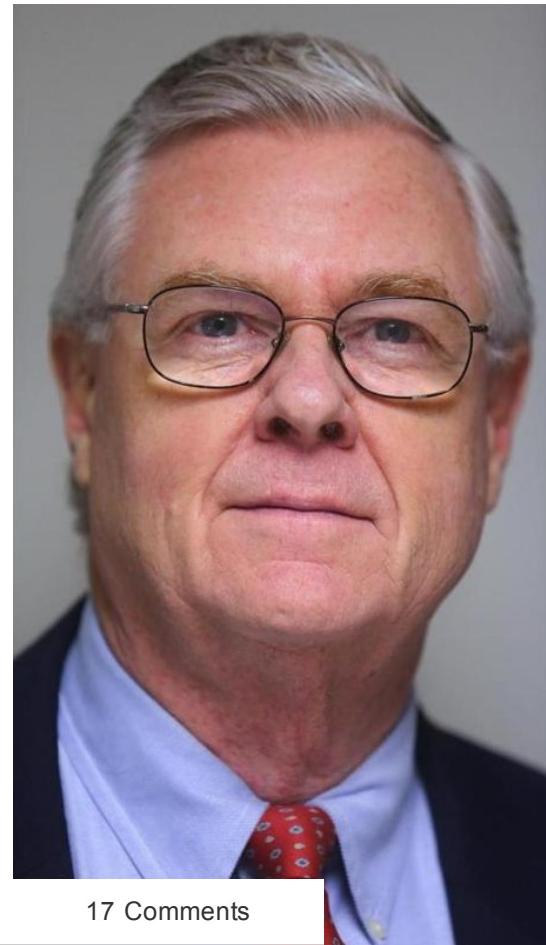
On Friday, the MIAA's associate executive director, Richard Pearson, said his organization is taking the matter "very seriously." He said the MIAA's board of directors is scheduled to receive a final report on the issue in February and will decide no sooner than next fall whether to begin screening referees for criminal records.

Scott said school superintendents consider the issue urgent enough that they may ask the Massachusetts Legislature to require the MIAA to administer the checks.

"We need to make sure we are doing our due diligence," he said.

The Globe screened the state's 2,500 certified basketball officials by reviewing the Massachusetts Sex Offender Registry and criminal dockets at the state's 20 superior courts. Basketball officials represent the largest group of certified referees who work inside school buildings.

The review did not cover offenses tried in the state's 70 district courts because no central database is publicly available for records in those jurisdictions. District courts handle most of the state's criminal cases: felonies punishable by up to five years in jail, all misdemeanors, as well as violations of city and town laws. Nor did the Globe review cover out-of-state jurisdictions and



Share

Tweet

17 Comments

Still, even the limited sampling yielded at least eight cases that could disqualify the former offenders from officiating in some states that conduct background screening. Some of their offenses occurred long ago, and several of the referees are officiating college or recreational games rather than school contests.

Thomas A. Scott

In Paul's case, the MIAA has taken no action despite knowing about the worst of his criminal record for nearly a decade. He had been officiating school games for nearly 10 years when he was charged in Peabody in 2003 with failing to register as a sex offender in Massachusetts. The MIAA was made aware of his Peabody arrest and New Hampshire convictions by newspaper reports on the North Shore in 2005.

Those reports did not cite Paul's arrest at Moakley Park in South Boston in 2002 on a charge of indecent exposure. Police officers allegedly witnessed him engaging in sex there with an adult male. The charge was dismissed on the condition that Paul pay \$300 in court costs.

Nor did those news reports cite Paul's conviction for sexually assaulting a minor in Fairfield, Conn., in 1977, a year after he graduated from the University of Bridgeport. He received a 30-day suspended sentence in that case and a one-year conditional discharge.

The news coverage effectively cost Paul his Massachusetts license as an independent clinical social worker. State records show he received the license in 1996 and lost it in 2005 after the Board of Registration of Social Workers convened a disciplinary hearing on his criminal record.

But his officiating career continued, thanks both to the MIAA's inaction and his support from leaders of an International Association of Approved Basketball Officials chapter on the North Shore, which trains and certifies referees.

Paul Halloran, a member of the chapter's executive board, said in a recent interview that the organization was not aware of any convictions on Paul's record other than his guilty pleas in 1986. He said the chapter has maintained Paul's certification because it has found no evidence of any wrongdoing by him as an official in the many years since those convictions and because his colleagues consider him a productive citizen of good character.

“I understand the severity of his crime and the ramifications it may have had for the victim,” Halloran said. “But many years have passed, and I have come to know Phil very well. I consider him a friend and a decent guy, and nothing he has ever said or done in my company has made me hesitate about him refereeing a basketball game or being at the dinner table with my family.”

Yet Paul’s criminal history requires him to remain a registered sex offender in Massachusetts for life.

‘Prudent thing to do’

Opponents of background checks note that crimes by school sports officials are rare. But they do occur.

In Colorado last year, the high school athletic association began requiring background screening after Stephen Amador, a basketball referee with a criminal history, was convicted of groping four girls who were competing in games he was officiating.

In Oregon in 2011, a high school basketball referee was charged with sexually assaulting a 13-year-old girl. Later that year, school referees in Arkansas and Kentucky were charged with drug trafficking. Those cases did not involve students, but they contributed to safety concerns among school officials.

Wisconsin and Washington began checking criminal records after basketball referees were charged with making bomb threats and drug trafficking, respectively.

The only New England state that requires background checks is Connecticut, according to a recent study by the National Federation of State High School Associations. A spokesman for the Connecticut Interscholastic Athletic Association, the



LAKWOOD POLICE DEPARTMENT
Stephen Amador.

MIAA's counterpart there, said the screening began three years ago after the agency's leaders saw an increasing number of states require background checks and determined "it was the prudent thing to do."

The MIAA, however, has yet to conclude that school sports officials have direct, unmonitored access to students — the legal threshold for requiring background checks in Massachusetts.

"As best we can tell, officials have very little contact with players, except in public when the games are being played," said Paul Wetzel, spokesman for the MIAA.

Many referees share that view.

"We're basically hit-and-run people," said attorney Alan Goldberger, a longtime basketball official in New Jersey and author of "Sports Officiating: A Legal Guide."

"We come into a venue and often have our own dressing room," Goldberger said. "Sometimes we walk onto the court or the field in the company of a police officer, and then we go back to our cars. That's it."

Many Massachusetts sports officials undergo criminal background checks in their additional roles as teachers, coaches, or referees in youth leagues. Dozens also officiate more than one sport and worry they could be subject to repeated, time-consuming checks through the state's Criminal Offender Registry Information, or CORI, system.

"Between the schools and summer leagues, some officials could be CORI'd constantly," said Tom Stagliano, president of the Eastern Massachusetts Soccer Officials Association, which does not conduct criminal background checks on its members.

The largest organization of MIAA-affiliated referees that requires background checks is the Eastern Massachusetts Lacrosse Officials Association, with more than 400 members. For six years, those officials have been subject to CORI inquiries.

The screening is "part of our primary responsibility as sports officials: to provide a safe environment for players," said Darrell Benson, the association's president.

Benson said at least four prospective lacrosse officials have been discouraged from completing the training program "because of the prospect of them failing a CORI check."

Wetzel said the MIAA approves of certifying organizations screening officials. But the MIAA's failure so far to undertake background checks clashes with the policy of the National Federation of State High School Associations, of which the MIAA is a member. The federation believes all governing bodies such as the MIAA should launch screening programs.

"The world is very different now," said Theresia Wynns, the federation's director of sports and officials education. "If you have pedophiles, you are providing them an opportunity to stake out or lust after individuals, so it's in our best interest to protect our young people. We do that with background checks."

The MIAA classifies athletic officials as independent contractors and recommends how much schools pay them — from \$50 for a junior varsity softball game to \$85 for a varsity football contest. During regular-season competition, the home schools hire and pay referees for interscholastic games. For postseason tournaments, the MIAA is responsible for staffing and paying officials.

The MIAA's formal relationship with sports officials includes the agency assessing a \$6 annual fee on each of the 7,600 referees listed on its website for all different sports.

When Wetzel was asked for this story why the MIAA took no action in Paul's case after learning he was a registered sex offender, he described it as "a judgment call."

Despite the MIAA's tacit approval, Paul's high school officiating opportunities diminished as word of his convictions spread. He officiated his last MIAA tournament game in 2009 and has since refereed only a small number of high school games.

In recent years, Paul has mostly officiated men's games for the Eastern College Athletic Conference. However, Larry Last, who assigns officials for ECAC men's games, said Paul, at 60, has struggled to keep pace with high-speed collegiate competition and will referee his last ECAC game next month.

Degrees of disqualification

The Massachusetts law on criminal background checks permits school districts to determine which independent contractors should be screened and which offenses should disqualify them from jobs. But one rule seems generally accepted.

“If you’re a registered sex offender, that’s going to be a problem,” said Jacqueline Reis, a spokeswoman for the state Department of Elementary and Secondary Education, which administers the law.

The National Alliance for Youth Sports advocates disqualifying any official who has been convicted of major crimes, including sex, gun, and drug offenses, no matter how long ago they occurred.

Sex crimes also are considered disqualifiers in the states that currently screen sports officials for criminal records. The rules otherwise vary by state on which crimes should bar a referee from working school games.

Some states disqualify anyone convicted of a felony in the past five years, while others bar anyone with felony convictions in the previous 10 years. Still others, such as Connecticut and North Carolina, have no time limits.

In those states, Paul, Drumgoole, and other ex-offenders identified in the Globe review could be barred from officiating despite the lengthy periods since their crimes — a policy that strikes some former convicts and their advocates as unfair.

Massachusetts has adopted policies aimed at making it easier for ex-offenders to become productive citizens. Under the CORI law, background checks cover only felonies committed in the past 10 years, which means Paul’s and Drumgoole’s CORI records are clean.

In Drumgoole’s case, a Berkshire County jury found him guilty in 1999 of two counts related to distributing crack cocaine in Pittsfield in 1997. He also had been convicted of intimidating witnesses and threatening to commit a crime after he allegedly clutched a handgun in a 1997 street confrontation with his wife’s ex-husband.

Drumgoole was sentenced to 43 days in jail for the intimidation incident and received a 5- to 8-year prison term for the drug convictions.

He now is a member of the Berkshire County chapter of certified basketball officials. He also is a substitute teacher in the Pittsfield public schools.

While Drumgoole might be barred in some states from refereeing school games, he said it would be unjust to terminate his officiating career. He said he has served his time and has not reoffended.

“I understand what the superintendents are saying,” Drumgoole said. “Criminal background checks make sense. But you don’t want to take jobs away from people who have paid their debts to society.

“I had one bad year,” he said. “I’ve battled long and hard to reinvent myself, so as I move forward all these years later I want to be able to walk into a job interview with the confidence I need, not sweating the fact that I have to talk about my CORI.”

Leaders of the Berkshire County chapter of basketball officials who have certified and assigned Drumgoole to referee school games declined to comment.

Among the other certified officials in Massachusetts who could be barred from refereeing in some states because of their criminal records is Andrew Puglia, a former Somerville alderman. A disbarred lawyer, Puglia pleaded guilty in 2001 to embezzling more than \$160,000 from his clients. He was ordered to serve six months in jail and repay the stolen money. He was on probation until 2012.

Now Puglia, like Paul, is a certified member of the North Shore chapter of basketball officials. He did not respond to requests for comment.

Executive board member Halloran said chapter officials were not aware of Puglia’s conviction until they were contacted by the Globe. He said Puglia has agreed to discuss the matter with them as they review his status.

Leaving trouble behind

American culture is rich with redemption stories. Good citizens in many walks of life have overcome criminal pasts. In Boston, Jahmahl Galloway’s supporters cite him as an example.

In 1992, Galloway had recently completed a promising basketball career at the former Mission High School in Roxbury, when he was charged with illegally possessing a .25-caliber handgun in a gang-menaced area of Humboldt Avenue. He was placed on two years of pretrial probation.

Before Galloway completed his probation, officers assigned to the Boston police antigang violence unit searched a car he was driving in Roxbury and discovered an unlicensed loaded handgun, ammunition, and marijuana. He then was sentenced to a year in jail.

Galloway was 19 when he was first arrested and 22 when he entered the house of corrections.

Twenty years later, he is considered one of the top high school basketball officials in Boston. His supporters say it would be a shame to strip him of his officiating job.



MATTHEW J. LEE/GLOBE STAFF

Jahmahl Galloway worked a game between Boston English High and Snowden High School in Boston on Dec. 12.

“A lot of us made mistakes when we were kids,” said Madison Park boys’ basketball coach Dennis Wilson, who has known Galloway since he was a child. “I believe everyone except murderers and rapists deserves a second chance, and certainly Jahmahl does. I have seen the changes in him.”

Galloway, now 42, a foreman at Boston’s Fairview Cemetery, has officiated title games in the city high school playoffs as well as MIAA state tournament contests. He said he referees in part for his love of the game and his potential to help at-risk youths.

“A lot of players or their parents know about the experiences I went through and see the strides I’ve made,” Galloway said. “Refereeing has given me an opportunity to help some kids who are on the fence and maybe heading the wrong way. I can let them know about going the right way.”

Galloway embodies the challenge some state athletic associations face in balancing student safety with the employment rights of school sports officials.

“We’re in the integrity business,” said Mark Uyl, assistant director of the Michigan High School Athletic Association. “In the ideal situation, anybody with any conviction probably shouldn’t be an official. But you also have to look at the reality of life. People make mistakes, and sometimes we have to make judgment calls.”

Background checks in Michigan have turned up convictions in about 6 percent — or more than 700 — of the 12,000 school sports officials who have been screened. Many of those offenses were minor, Uyl said, but others were serious enough to end officiating careers.

He said the risk of allowing those ex-convicts to work in the schools was too great to bear.

Bob Hohler can be reached at hohler@globe.com.

SHOW 17 COMMENTS

January 7, 2015

To: Arlington School Committee
c/o Karen Fitzgerald
Arlington High School
869 Massachusetts Avenue, 6th floor
Arlington, MA 02476

Dear members of the School Committee,

I am writing to report a violation of the APS confidentiality policy by a senior school administrator, retaliatory actions by a company hired by the district and by a school administrator, and a concerning pattern of behavior by school administrators in matters relating to this company.

I corresponded with Mr. Pierce and with Mr. Hayner, who kindly interceded on my behalf to bring clarity to the issue. I would like to thank both of these committee members for their guidance and assistance.

Violation of the district policy on the confidentiality of parent-principal conferences:

My wife and I met with the principal of Hardy Elementary, Ms. DeFrancisco, to discuss unexpected regressions in the academic performance of our kindergarten student. We discussed the Tools of the Mind curriculum and presented an evidence-based accounting of why we felt that her classroom teacher was not meeting the standards of the curriculum. We also informed Ms. DeFrancisco that we had contacted an independent researcher at New York University who had recently published the only study of Tools of the Mind in a kindergarten population.

We came to learn that the contents of our meeting and our names were sent by Dr. Chesson to Ms. Chris Jutres, her contact at the Tools of the Mind company. In turn, another employee of Tools of the Mind, Ms. Deborah Leong, sent an email to the NYU researcher. Thanks to the involvement of Mr. Hayner, I was informed by Dr. Bodie that APS considers all parent conferences to be confidential with only limited exceptions. Disclosure to a private company and subsequent sharing within the company and to another third party appears to violate this policy.

As Dr. Bodie has thus far been unwilling to address this policy violation, I respectfully request that the School Committee do so. Also, I would like to voice my support for Mr. Hayner's suggestion that the school committee address the underlying policy aspects (I assume this involves making the policy available to staff and parents).

Retaliatory action by the Tools of the Mind company:

The NYU researcher had previously agreed to provide an expanded analysis that was not included in his published study. This would include academic and executive function assessments in school systems similar to Arlington and even in the Arlington classrooms that participated in the study. My hope was to use these data to learn more about the curriculum, as almost no information is available to parents on the district website, the Tools of the Mind website, upon request to the district, or elsewhere on the internet or in print.

After receipt of the email from Tools of the Mind, the researcher is no longer speaking to me or willing to provide the data. He did, however, forward a portion of the email he received from Ms. Leong. In it, she mischaracterized the contents of the meeting with Ms. DeFrancisco in an apparent effort to anger the researcher (sadly, she was successful). I highly doubt Ms. Leong intended me to see her email, as she also stated that her intention was to prevent my wife and me from "bring[ing] the Tools program to the level of controversy it was at last year..."

To be clear, the researcher is not an employee of Tools of the Mind and has stated that he has no financial ties to the company. The involvement of the company in my private correspondence with the researcher is inappropriate and their stated intent to silence me is both intimidating and upsetting. The fact that school administrators facilitated this contact and have not distanced themselves from its sour effects is disheartening.

Retaliatory action by an unnamed APS administrator:

During the regularly scheduled parent-teacher conference in December, the teacher informed me that a district specialist came into the classroom, removed my daughter from an ongoing lesson, and gave my daughter an academic assessment. *No other student received this assessment* and the teacher articulated no plans to use the results to personalize the lessons she provides to my daughter. I have not been told which administrator authorized this assessment or what the purpose was. I also do not know who the results were shared with or sent to.

To my mind, the only explanation is that someone in the administration wanted to demonstrate that my daughter was already at benchmark and thus discourage me from asking further questions. If this is indeed true, it makes the unnamed administrator party to the actions by Tools of the Mind to retaliate against me for their perception that I am threatening the curriculum. If my explanation is not true, this action still demonstrates a lack of communication and questionable decision-making on the part of this unnamed administrator.

The relationship between APS administrators and the Tools of the Mind program.

From my meetings and correspondence with Ms. DeFrancisco, Dr. Chesson, and Dr. Bodie it is clear that all three administrators are acting out of the concern that I could potentially raise controversy about the Tools of the Mind program. Again, this is mind-boggling because my only concern is addressing why my daughter is not afforded the educational experience offered in other Arlington kindergarten classrooms (which also use Tools!). There is no sane reason why things have progressed to the point where I need to write this letter.

This whole matter started because my wife and I observed that our daughter was regressing in her academic skills and was frustrated. Our investigation led us to believe that the primary causes were the lack of training of the new teacher and inadequate support by the principal. When my wife, an educator with 6 years of experience in kindergarten, spoke with the teacher on the phone she was shocked to learn that the teacher was unable articulate the core concepts of the curriculum or even basic concepts. To make matters worse, the principal has provided the teacher with two inexperienced aides (and publicly fired the first for apparent incompetence). It was no surprise then that the classroom did not look like the other classrooms in the school and that there was no obvious evidence of learning.

We met with Ms. DeFrancisco to learn what should be going on in the classroom and quickly realized that the principal did not have a firm grasp of the curriculum. In some respects, we seemed to be educating her about what a good Tools classroom should look like. In fact, it took Ms. DeFrancisco two weeks to confer with the kindergarten teachers and get answers to some of our very straight-forward questions. To assuage our concerns, Ms. DeFrancisco confidently stated that she is not concerned about the classroom because Sheri Donovan, her former mentor and current employee of Tools of the Mind, told her it was OK. It is troubling that a principal would tell a parent that a classroom is OK because the for-profit curriculum company told them so. Also troubling was Ms. DeFrancisco's statement that she was concerned about losing our good standing with the Tools of the Mind company by deviating from the curriculum (however slightly) to accommodate the needs of the students.

Dr. Chesson became involved because Ms. DeFrancisco informed her of our questions about the curriculum. Instead of contacting the NYU researcher directly as I did, Dr. Chesson instead contacted Tools of the Mind. The fruit of that effort was the mischaracterized and retaliatory email from Tools of the Mind to the researcher and the subsequent stonewalling of my effort to learn more about the curriculum. I do not understand why Dr. Chesson did not contact me first for clarification or permission to disclose the meeting and our names.

I brought the breach of confidentiality to the attention of Dr. Bodie and we met the next day. The meeting did not address the confidentiality issue, however. Dr. Bodie started by accusing me of threatening the curriculum, repeatedly declined to address the breach, and even declined to describe the APS confidentiality policy. Mr. Hayner met with her the next day and she then emailed me with the general statement that meetings are confidential with few exceptions. If that is the policy, then why is Dr. Bodie unwilling to address Dr. Chesson's violation of it?

This whole experience has been unsettling to me and my wife. Our only concern is that our daughter is afforded an appropriate learning environment where she can thrive—*she is most eager to learn*. However, our efforts to help her have been waylaid somehow by the regrettable actions of a curriculum company and by the misplaced concerns or inexperience of school administrators.

Thank you for your attention to this matter and thanks again to Mr. Hayner and Mr. Pierce for their earlier efforts. I look forward to hearing from you and am also available to attend a committee meeting to discuss further.

Sincerely,



Jeffrey D. Kearns

Contact Information (for the committee's eyes only):

Jeffrey D. Kearns
42 Everett St #2
Arlington, MA 02474

Cell: 617-955-9295
Email: jeff@mydenovo.com

Mail ▾

COMPOSE

Inbox (1,650)

Starred

Important

Sent Mail

Drafts (14)

Spam (67)

Trash

2013 - 2014 Notify b...

2014-2015 email Sala...

Agenda and Posting ...

Arlington Public Scho...

autostore scanned d...

Documents for Scho...

Kathy Bodie

Kathy Bodie's Superin...

Misc



You are invisible.
[Go visible](#)

Search people...

Dan Sheehan

Ihanson

Rick Iannelli

Rose, Vicki

(Hemenway), Che...

campbell, andrea

David Ardito

Pat Tassone

Ruggere, Tim

Siobhan Foley

Comment re: 2015-2016 Schedule

Inbox x

 Adam Pachter

3

to me, Kathleen

Dear School Committee members,

As you negotiate new employee contracts and set the academic calendar, I write to urge you to keep Arlington's tradition of starting school in late August or early September. As a parent of two current Brackett students, I treasure that last week of summer vacation falls in late August or early September; it often features some of the best weather of the year, and I know mine is not the only Arlington family to spend a week on the Cape, getting in one last hike, boat ride, or dip in the ocean before school begins. Starting school a day or two earlier in June (when the weather can be downright frigid!), let's keep that unhurried and uninterrupted start to head home for back-to-school shopping, then turn around again a few days later, is not an alternative I relish.

Labor Day's lateness this year may put some small pressure on us to start school earlier. I fully supported the move to start on the Tuesday after Labor Day, but it's nothing we haven't been through before -- my daughter began kindergarten on September 14, the latest possible start date for her age group. It worked out just fine. If, on the other hand, the precedent is set by starting school on the Wednesday after Labor Day, then in a few years we'll begin school in August, and I think that idea is a bad one. Summer vacation is short enough -- we don't need to cut it down to just a few days of the year.

Thanks for your consideration,
Adam Pachter

 Recipients

----- Forwarded message -----

From: Adam Pachter <adampachter@gmail.com>

Date: Friday, August 14, 2015 at 10:45 AM

To: Kathy Bodie <kathy.bodie@arlington.k12.ma.us>

Subject: Comment re: 2015-2016 Schedule

Sans Serif

Send